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ABSTRACT

A study was conducted to examine patterns of test preparation for the Law School Admission Test (LSAT) during the 1990-1991 testing year. This represented an extension of an earlier study that examined self-report test preparation methods for the June and October 1989 test administrations. In this study, five types of analysis were performed: (1) determining the response rate for each test date to see if there were differences across administrations; (2) comparing respondents and nonrespondents in terms of mean LSAT score and mean age; (3) evaluating the utilization rates for different ways of test preparation; (4) evaluating the extent to which test takers used multiple test preparation methods; and (5) comparing users and nonusers for each method in terms of mean LSAT score and mean age. Overall, patterns in the results of the comparison of respondents and nonrespondents were consistent across administrations. The mean LSAT was higher for respondents than nonrespondents, and the mean age was higher for nonrespondents. Results indicate that caution should be exercised in generalizing findings of this study to nonrespondents. Patterns of use among the various methods of test preparation appeared to remain relatively stable across administrations. The most popular method was use of the sample questions in the "Law Services Information Book," followed closely by use of another book not published by the Law Services, and the use of the sample test in the "Law Services Information Book." These three methods were selected by 45% to 50% of respondents. Commercial test preparation courses were selected by as few as 28% of the respondents in February and as many as 40% in October. LSAT scores were generally higher for respondents who used these methods, and lower for those who used undergraduate courses, self-study, other methods, or no methods. (Contains 17 tables and 1 reference.) (SLD)

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Summary of Self-Reported Methods of Test Preparation by LSAT Takers for 1990-1991 Testing Year

Robert McKinley

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Summary of Self-Reported Methods of Test Preparation by LSAT Takers for 1990-1991 Testing Year

Executive Summary

A study was conducted to examine patterns of test preparation for the LSAT during the 1990-1991 testing year. This investigation represents an extension of an earlier study that examined self-report test preparation methods for the June and October 1989 test administrations. The 1990-1991 testing year was used rather than completing the 1989-1990 year so the results would be based on revised test preparation questions. As with the earlier study, all analyses for this study were descriptive in nature, and no attempt was made to evaluate the effectiveness of different methods of test preparation.

In this study five different types of analysis were performed. The first type of analysis consisted of determining the response rate for each test date to determine whether there were appreciable differences in response rates across administrations, and to assess the extent to which response rates in this study differed from those reported in an earlier study (Wightman, 1990). The second type of analysis performed as part of this investigation consisted of a comparison of respondents and non-respondents in terms of mean age and mean LSAT score to determine to what extent the respondents were typical of the entire testing population. The third type of analysis consisted of an evaluation of the utilization rates for the different methods of test preparation to assess the frequency of use of the different methods. The fourth type of analysis consisted of an evaluation of the extent to which test takers used multiple test preparation methods. The final type of analysis consisted of comparing users and non-users for each method in terms of mean LSAT score and mean age to evaluate the extent to which users of a particular method are different from non-users.

The response rate in this investigation was higher than the response rate obtained in the earlier Wightman study (86% versus 75%), both at the subgroup level and the total group level. The lowest response rates were among those who also declined to respond to the other questions, such as the language and ethnicity questions, although this was not true for the gender question. The variation among ethnic, gender, and language subgroups was not large, with the highest response rates among Caucasians, females, those fluent in English, and those for whom English is the dominant language.

Overall the patterns in the results of the comparison of respondents and non-respondents were consistent across administrations. The mean LSAT was higher for respondents than for non-respondents, a result also found in the earlier study, and the mean age was higher for non-respondents than for respondents. This was similar to the pattern reported for the earlier study. These results indicate that the respondents differ systematically from the non-respondents, and caution should therefore be exercised in generalizing any of the findings of this study to the non-respondents. On the other hand, the response rate for all four test dates was so high that this represents only a very minor limitation in the interpretation of the results.

The patterns of usage for the various methods of test preparation appeared to remain relatively stable across administrations. The most popular method of preparation was use of the sample questions in the *Law Services Information Book*, followed closely by a book not published by Law Services and the sample test in the *Law Services Information Book*. These three methods were selected by 45 to 50 percent of the respondents. The Law Services test preparation materials and self study were selected by about 40 percent of the respondents. Commercial test preparation courses was selected by as few as 28 percent of the respondents in February and as many as 40 percent in October. The remaining three options,

undergraduate institution courses, other methods, and no methods, were selected by relatively few respondents.

On the average, respondents used between two and three methods of preparing for the LSAT. The most common number of methods was 1 (selected by about 25 percent of the respondents), but typically from 15 to 18 percent of the respondents reported using two, three, or four methods. The lowest average number of methods used, and the highest percent reporting using only one method, was for the February test date. Black and Puerto Rican respondents tended to report relatively low numbers of methods used, as did respondents who are not fluent in English or for whom English is not the dominant language.

The most significant finding in the analysis of users and non-users of each method is that LSAT scores were higher for respondents indicating use of any of the first five methods, and lower for respondents selecting the last four options, undergraduate institution courses, self study, other methods, and no methods.

Among the conclusions reached for this study were the following.

- Females were slightly more likely to respond than were males.
- Caucasians were more likely to respond than were members of other ethnic subgroups; members of the Black/Afro-American subgroup were least likely to respond.
- Those for whom English is not the dominant language, or who are not fluent in English, were less likely to respond than were those for whom English is the dominant language or who are fluent in English.
- Respondents tended to be, on the average, one to two years younger than were the non-respondents and tended to score two to three points higher on the LSAT than did the non-respondents.
- The largest differences between respondent and non-respondent scores tended to be more the Puerto Rican subgroup.
- The Law Services *Information Book* and official test preparation materials were clearly heavily utilized, as are books from other publishers.
- Caucasians were more likely to use the Law Services official test preparation materials than were Blacks/Afro-Americans, Chicano/Mexican Americans, and Puerto Ricans.
- Puerto Ricans and those not fluent in English were far more likely to report use of no methods of preparation than were other subgroups.
- Courses provided by undergraduate institutions were utilized by relatively few test takers.
- Females tended to use more methods of preparation than did males.
- Puerto Ricans and test takers not fluent in English tended to use fewer methods of test preparation than did other subgroups.

- Caucasians tended to use more methods of preparation than did other subgroups.

- Users of undergraduate institution courses, self-study, other methods or no methods tended to have lower scores than non-users of these methods.

- Users of Law Services materials, commercial schools, and non-Law Services books tended to have higher scores than did non-users of these methods.

- Users of the *Information Book* materials tended to be older than non-users, while users of commercial schools, self-study, and other materials tended to be younger than non-users.

Summary of Self-Reported Methods of Test Preparation by LSAT Takers for 1990-1991 Testing Year

Table of Contents

1.0 Introduction 1

2.0 Methods 1
2.1 Data Collection 1
2.2 Analyses 2

3.0 Results 3
3.1 Response Rates 3
3.2 Respondents Versus Non-Respondents 4
3.3 Methods Utilization 9
3.4 Number of Methods Used 15
3.5 Users Versus Non-Users 23

4.0 Summary and Conclusions 27
4.1 Caveats 27
4.2 Response Rates 28
4.3 Respondents Versus Non-Respondents 28
4.4 Methods Utilization 29
4.5 Number of Methods Used 29
4.6 Users Versus Non-Users 30

5.0 References 30

Summary of Self-Reported Methods of Test Preparation by LSAT Takers for 1990-1991 Testing Year

1.0 Introduction

Beginning with the June 1989 administration of the LSAT, all test takers have been asked to report what, if any, methods were used in preparation for the LSAT. In an earlier report (Wightman, 1990), preliminary results based on responses collected for the June and September 1989 administrations were summarized. Among the conclusions drawn from those data were the following: 1) a large percent (58.4%) of test takers fail to take advantage of the sample questions and explanations that are provided free of charge; 2) Only 35 percent of the respondents had actually acquired and worked through sample tests on their own; 3) approximately 45 percent of the test takers had attended a test preparation or coaching school; and, 4) 3.4 percent of the respondents indicated they had not prepared for the test at all. The June and September 1989 data were based on a response rate of approximately 75 percent.

The purpose of the present report is to extend the earlier report by providing a summary of the results of analyses performed on data collected during the entire 1990-1991 testing year. The 1990-1991 testing year was used rather than completing the 1989-1990 year so the results would be based on the revised test preparation questions. As with the earlier study, all analyses for this report are descriptive in nature, and no attempt has been made to evaluate effectiveness of different methods of test preparation.

2.0 Methods

2.1 Data Collection

For the 1990-1991 testing year there were four different administrations: June 1990, October 1990, December 1990, and February 1991. For three of these administrations (all but June) there were actually two test days -- Saturday and Monday. For the purposes of this report, Monday and Saturday test takers were combined and treated as a single group.

On each of these test dates, the answer sheets contained a list of test preparation methods. Test takers were asked to report how they prepared for the test by checking all of the methods that applied. The instructions for the test preparation questions indicate that responses are voluntary and will be used only for research purposes. The list included the following nine methods:

- By studying the sample questions in the *Law Services Information Book*.
- By taking the sample test in the *Law Services Information Book*.
- By working through *The Official LSAT PrepTest(s)*, *The Official LSAT PrepBook*, or *The Official LSAT PrepKit*.
- By using a book on how to prepare for the LSAT **not** published by Law Services.
- By attending a commercial test preparation or coaching school.
- By attending a test preparation or coaching course offered through an undergraduate institution.

- Self study.
- Other preparation.
- No preparation.

Test takers who did not check a method were assumed to have not used that method. Test takers who checked one or methods in addition to the last one were assumed to have used the previous methods, and their selection of the last method was ignored. Test takers who did not select any of the nine items listed were considered to be non-respondents.

In addition to the test preparation questions, test takers were also asked to provide information regarding age, gender, ethnicity, and language proficiency. The ethnicity categories test takers were asked to select from included:

1. Native American (NA),
2. Asian/Pacific Islander (A/PI),
3. Black/Afro-American (B/AA),
4. Canadian Aborigine (CA),
5. Caucasian (C),
6. Chicano/Mexican American (C/MA),
7. Hispanic (H),
8. Puerto Rican (PR), and
9. Other (Other).

The values in parentheses are used to identify ethnic subgroups in the tables to be presented in the results section of the report. In addition, the tables in the results section include the subgroup NR, where NR indicates no response was given to the question.

Language proficiency was assessed in two ways. First, test takers were asked what their dominant language was. Response options include English and Other. Second, test takers were asked whether they were fluent in English. Response options included Yes and No. Test taker age was determined by asking test takers to supply date of birth, then computing their age from their year of birth.

2.2 Analyses

In this study five different types of analysis were performed. The first type of analysis consisted of determining the response rate for each test date. The goal of these analyses was to determine whether there were appreciable differences in response rates across administrations, and to assess the extent to which response rates in this study differed from those reported by Wightman (1990).

The second type of analysis performed as part of this investigation consisted of a comparison of respondents and non-respondents on two variables of interest. The purpose of these analyses was to determine to what extent the respondents were typical of the entire testing population. These analyses included: 1) analysis of subgroup representation in the respondent group, as reflected in subgroup response rates; and, 2) computation of mean LSAT score and mean age for respondents and non-respondents within gender, ethnic, and language subgroups and for the total group. Each analysis was repeated for each test date.

The third type of analysis consisted of an evaluation of the utilization rates for the different methods of test preparation. The purpose of these analyses was to assess the frequency of use of the different methods. Analyses performed include computing the percent of test takers selecting each method. The results were broken down by ethnic, gender, and language subgroups, and conducted separately by test date.

The fourth type of analysis consisted of an evaluation of the extent to which test takers used multiple test preparation methods. The purpose of these analyses was to determine to what extent multiple methods are used. Analyses performed include computing the percent of test takers using each possible number of methods used. The results were again broken down by ethnic, gender, and language subgroups, and conducted separately by test date.

The final type of analysis consisted of comparing users and non-users for each method in terms of mean LSAT score and mean age. The purpose of these analyses was to evaluate the extent to which users of a particular method are different from non-users. Analyses were conducted separately for each test date.

3.0 Results

3.1 Response Rates

Table 1 summarizes the response rates for the test preparation questions. As shown in Table 1, administration response rates ranged from a high of 90.43 percent for the February 1991 administration to a low of 83.78 percent for the December 1990 administration, resulting in a fairly modest range of 6.65 percent. The response rates for October and December (85.65 and 83.78 percent, respectively) were more like the response rate for June than February. Thus, it appears that the relatively high rate for February 1991 was atypical for the testing year examined.

Table 1: Response Rates

Administration	Total N	Respondents	Non-Respondents	Response Rate
June 1990	25,597	21,719	3,878	84.85%
October 1990	49,959	42,792	7,167	85.65%
December 1990	42,690	35,767	6,923	83.78%
February 1991	34,361	31,074	3,287	90.43%
Total	152,607	131,352	21,255	86.07%

Across the four administrations, the total number of tests administered to the test takers in this study was 152,607, and a total of 131,352 responses were obtained, for a response rate of 86.07. [Note that these total numbers do no correspond to the number of test takers, because repeat test takers were counted multiple times.] This represents an 11 percent increase over the response rate reported for the earlier study.

3.2 Respondents Versus Non-Respondents

Three types of analyses were performed as part of the comparison of respondents and non-respondents. These include the analysis of: 1) subgroup response rates by test administration for respondents and non-respondents; 2) subgroup mean LSAT scores by test administration for respondents and non-respondents; and, 3) subgroup mean age by test administration for respondents and non-respondents. The results of these analyses are presented for each of the four administrations included in this investigation.

June 1990 administration. Table 2 summarizes the results of the comparison of respondents and non-respondents for the June 1990 administration. This table shows for each subgroup the number and percent who were respondents and non-respondents, and the mean LSAT and mean age for respondents and non-respondents. Also shown are the differences in means between the two groups (respondents minus non-respondents) for both the LSAT scores and the test taker ages.

Table 2: Comparison of Respondents and Non-Respondents -- June 1990

	Respondents				Non-Respondents				Differences	
Subgroup	N	%	LSAT	Age	N	%	LSAT	Age	LSAT	Age
Gender										
F	9,404	86.55	32.08	25.96	1,462	13.45	28.43	28.44	3.65	-2.48
M	11,763	83.63	32.73	26.26	2,303	16.37	29.08	28.26	3.65	-2.00
NR	552	83.01	33.29	27.15	113	16.99	31.52	28.58	1.77	-1.43
Ethnicity										
NA	104	80.62	29.93	29.84	25	19.38	25.68	33.24	4.25	-3.40
A/PI	909	80.23	31.46	25.89	224	19.77	28.63	28.21	2.83	-2.32
B/AA	1,304	75.77	23.40	28.89	417	24.23	20.59	32.01	2.81	-3.12
CA	22	75.86	26.59	28.41	7	24.14	27.00	26.00	-0.41	2.41
C	17,961	86.47	33.52	25.86	2,810	13.53	30.65	27.70	2.87	-1.84
C/MA	196	80.33	27.27	28.44	48	19.67	26.15	30.42	1.12	-1.98
H	490	82.49	28.91	27.26	104	17.51	26.03	28.40	2.88	-1.14
PR	229	75.58	23.69	26.88	74	24.42	17.74	29.15	5.95	-2.27
Other	395	79.00	30.12	26.43	105	21.00	27.53	28.01	2.59	-1.58
NR	109	63.01	31.98	28.11	64	36.99	31.02	28.97	0.96	-0.86
Dominant Language										
English	20,382	86.22	32.71	26.07	3,257	13.78	29.19	28.14	3.52	-2.07
Other	673	76.56	25.35	28.63	206	23.44	22.12	30.64	3.23	-2.01
NR	664	61.54	32.33	26.10	415	38.46	30.06	28.72	2.27	-2.62
Fluent in English										
Yes	20,750	85.98	32.54	26.12	3,384	14.02	28.96	28.18	3.58	-2.06
No	101	72.14	21.17	28.70	39	27.86	16.64	30.10	4.53	-1.40
NR	868	65.61	32.00	26.75	455	34.39	29.53	29.36	2.47	-2.61
Total	21,719	84.85	32.47	26.15	3,878	15.15	28.91	28.33	3.56	-2.18

From Table 2 it can be seen that for the total group, the response rate was 84.85 percent. The response rate was 86.55 percent for test takers indicating they were female, 83.63 for those indicating they were male, and 83.01 for those not responding to the gender question. Across ethnic subgroups the response rate ranged from a low of 75.58 for those indicating they were Puerto Rican to a high of 86.47 for those indicating they were Caucasian. The response rate for those not answering the ethnicity question was 63.01. A response rate of 86.22 was attained among those indicating that English was their dominant language, while a response rate of 76.56 was attained for those who said it was not. The response rate among those not answering the question was 61.54. The pattern was similar for the English fluency question, with those answering yes yielding a response rate of 85.98, those responding no yielding a response rate of 72.14, and those not answering the fluency question yielding a response rate of 65.61.

An examination of the subgroup LSAT score means for the June 1990 administration shown in Table 2 reveals that, in all cases except the Canadian aborigine category, the mean LSAT score was higher for respondents than for non-respondents. For the total group, the mean difference was 3.56 points. The largest difference was obtained for the test takers identifying themselves as Puerto Rican, for whom the difference in mean score for respondents and non-respondents was 5.95 points. Other larger than average differences included a difference of 4.53 points for those answering no to the English fluency question, and a difference of 4.25 for those indicating they were Native American. The smallest differences were obtained for Canadian aborigines (0.41 points) and those choosing not to respond to the ethnicity question (0.96 points).

The subgroup age means for the June 1990 administration are shown in Table 2, as are the differences between the mean ages for the respondents and non-respondents. In a pattern similar to that found for the mean LSAT scores, in every case except for Canadian aborigines, the mean age was higher for the non-respondents. The difference for the total group was 2.18 years. The biggest age difference, 3.4 years, was for those test takers categorizing themselves as Native American. Another relatively large difference (3.12 years) was found for the Black/Afro-American subgroup. The smallest difference in age was found for the group not responding to the ethnicity question (0.86 years).

October 1990 administration. Table 3 summarizes the results of the comparison of respondents and non-respondents for the October 1990 administration. This table shows for each subgroup the number and percent who were respondents and non-respondents, and the mean LSAT and mean age for respondents and non-respondents. Also shown are the differences in means between the two groups (respondents minus non-respondents) for both the LSAT scores and the test taker ages.

From Table 3 it can be seen that for the total group, the response rate was 85.65 percent. The response rate was 87.26 percent for test takers indicating they were female, 84.53 for those indicating they were male, and 82.71 for those not responding to the gender question. Across ethnic subgroups the response rate ranged from a low of 79.08 for those indicating they were in the Other category to a high of 86.78 for those indicating they were Caucasian. The response rate for those not answering the ethnicity question was 64.56. A response rate of 86.86 was attained among those indicating that English was their dominant language, while a response rate of 78.39 was attained for those who said it was not. The response rate among those not answering the question was 62.71. The pattern was similar for the English fluency question, with those answering yes yielding a response rate of 86.76, those responding no yielding a response rate of 69.01, and those not answering the fluency question yielding a response rate of 65.82.

Table 3: Comparison of Respondents and Non-Respondents -- October 1990

	Respondents				Non-Respondents				Differences	
Subgroup	N	%	LSAT	Age	N	%	LSAT	Age	LSAT	Age
Gender										
F	18,943	87.26	32.09	24.78	2,766	12.74	29.70	26.04	2.39	-1.26
M	22,510	84.53	33.12	24.92	4,121	15.47	30.48	26.08	2.64	-1.16
NR	1,339	82.71	33.99	26.05	280	17.29	32.58	26.79	1.41	-0.74
Ethnicity										
NA	218	81.04	30.07	26.56	51	18.96	27.08	27.71	2.99	-1.15
A/PI	2,261	83.12	32.42	23.92	459	16.87	29.62	25.23	2.80	-1.31
B/AA	2,493	79.85	25.29	25.97	629	20.15	22.93	28.22	2.36	-2.25
CA	46	82.14	29.39	26.15	10	17.86	29.90	25.30	-0.51	0.85
C	34,852	86.78	33.49	24.88	5,311	13.22	31.56	25.88	1.93	-1.00
C/MA	476	83.07	29.44	25.35	97	16.93	26.93	27.03	2.51	-1.68
H	1,054	83.32	30.05	24.67	211	16.68	27.27	26.12	2.78	-1.45
PR	377	81.25	24.71	25.19	87	18.75	20.08	25.53	4.63	-0.34
Other	862	79.08	31.88	24.31	228	20.92	30.17	25.89	1.71	-1.58
NR	153	64.56	33.29	25.31	84	35.44	30.99	26.88	2.30	-1.57
Dominant Language										
English	40,242	86.86	32.85	24.86	6,088	13.14	30.45	25.98	2.40	-1.12
Other	1,371	78.39	27.74	25.40	378	21.61	23.67	27.23	4.07	-1.83
NR	1,179	62.71	33.02	25.52	701	37.29	32.15	26.46	0.87	-0.94
Fluent in English										
Yes	41,033	86.76	32.73	24.86	6,264	13.24	30.23	25.96	2.50	-1.10
No	147	69.01	23.67	27.00	66	30.99	19.52	28.44	4.15	-1.44
NR	1,612	65.82	32.48	25.69	837	34.18	31.35	26.88	1.13	-1.19
Total	42,792	85.65	32.69	24.90	7,167	14.35	30.26	26.09	2.43	-1.19

For the October 1990 administration the subgroup LSAT score means are shown in Table 3, along with the mean differences between respondent and non-respondent scores. As can be seen in Table 3, as was the case with the June data, in all cases except the Canadian aborigine category, the mean LSAT score was higher for respondents than for non-respondents. For the total group, the mean difference was 2.43 points. Once again, the largest differences in mean LSAT scores was for test takers identifying themselves as Puerto Rican, for whom the difference in mean score for respondents and non-respondents was 4.63 points. Relatively large differences were also found for the groups indicating they were not fluent in English (4.15 points) and those indicating English was not their dominant language (4.07 points).

For the October 1990 administration the subgroup age means are shown in Table 3, along with the differences between the mean ages for the respondents and non-respondents. Once again, in every case except for Canadian aborigines, the mean age was higher for the non-respondents. For the total group the mean difference was 1.19 years. The biggest age difference for these data was 2.25, which was observed for those test takers identified as Black/Afro-American. The smallest difference (0.34 years) was obtained for the Puerto Rican category.

December 1990 administration. Table 4 summarizes the results of the comparison of respondents and non-respondents for the December 1990 administration. This table shows for each subgroup the number and percent who were respondents and non-respondents, and the mean LSAT and mean age for respondents and non-respondents. Also shown are the differences in means between the two groups (respondents minus non-respondents) for both the LSAT scores and the test taker ages.

As Table 4 shows, for the total group, the response rate was 83.78 percent. The response rate was 85.04 percent for test takers indicating they were female, 82.90 for those indicating they were male, and 82.25 for those not responding to the gender question. Across ethnic subgroups the response rate ranged from a low of 77.87 for those in the Black/Afro-American category to a high of 85.21 for those indicating they were Caucasian. The response rate for those not answering the ethnicity question was 66.40. A response rate of 85.27 was attained among those indicating that English was their dominant language, while a response rate of 75.40 was attained for those who said it was not. The response rate among those not answering the question was 61.17. For those answering yes to the English fluency question, the response rate was 84.91, for those responding no the response rate was 69.75, and for those not answering the question the response rate was 66.19.

Table 4: Comparison of Respondents and Non-Respondents -- December 1990

	Respondents				Non-Respondents				Differences	
Subgroup	N	%	LSAT	Age	N	%	LSAT	Age	LSAT	Age
Gender										
F	15,401	85.04	30.47	26.18	2,710	14.96	27.19	27.95	3.28	-1.77
M	19,245	82.90	31.33	26.29	3,971	17.10	27.94	27.28	3.39	-0.99
NR	1,121	82.25	32.21	27.87	242	17.75	29.57	28.36	2.64	-0.49
Ethnicity										
NA	221	80.36	28.38	28.00	54	19.64	26.02	29.48	2.36	-1.48
A/PI	2,011	82.93	29.92	25.74	414	17.07	26.78	26.66	3.14	-0.92
B/AA	3,402	77.87	24.00	26.56	967	22.13	21.25	28.83	2.75	-2.27
CA	84	84.00	27.56	26.98	16	16.00	23.87	32.00	3.69	-5.02
C	27,024	85.21	32.37	26.32	4,690	14.79	29.67	27.40	2.70	-1.08
C/MA	576	83.36	28.05	26.02	115	16.64	24.99	27.87	3.06	-1.85
H	952	81.51	27.39	25.89	216	18.49	24.64	26.94	2.75	-1.05
PR	512	77.93	22.27	25.95	145	22.07	18.59	26.33	3.68	-0.38
Other	821	78.64	29.66	26.22	223	21.36	26.55	27.06	3.11	-0.84
NR	164	66.40	31.68	26.35	83	33.60	28.72	30.34	2.96	-3.99
Dominant Language										
English	33,076	85.27	31.27	26.25	5,712	14.73	27.99	27.48	3.28	-1.23
Other	1,612	75.40	25.15	27.03	526	24.60	21.88	27.99	3.27	-0.96
NR	1,079	61.17	31.04	26.72	685	38.83	29.74	28.07	1.30	-1.35
Fluent in English										
Yes	34,013	84.91	31.08	26.26	6,044	15.09	27.68	27.51	3.40	-1.25
No	219	69.75	19.59	27.16	95	30.25	17.17	27.48	2.42	-0.32
NR	1,535	66.19	30.54	26.93	784	33.81	29.19	28.16	1.35	-1.23
Total	35,767	83.78	30.99	26.30	6,923	16.22	27.70	27.58	3.29	-1.28

The subgroup LSAT score means for the December 1990 administration are shown in Table 4, along with the mean differences between respondent and non-respondent scores. As can be seen in Table 4, in all cases the mean LSAT score was higher for respondents than for non-respondents. For the total group the difference in mean LSAT score was 3.29 points. The largest difference (3.69 points) in mean LSAT scores was for test takers identifying themselves as Canadian aborigine, although the Puerto Rican mean difference (3.68) was only slightly less. The smallest differences were for the groups choosing not to respond to the dominant language question (1.30 points) and the English fluency question (1.35 points).

The subgroup age means for the December 1990 administration are shown in Table 4, as are the differences between the mean ages for the respondents and non-respondents. For these data, in every case the mean age was higher for the non-respondents than for respondents. For the total group, the difference in mean age was 1.28 years. The biggest age difference (5.02) was found for Canadian aborigines. A relatively large age difference was also found for the group not responding to the ethnicity question (3.99 years). The smallest difference in age was found for the group responding no to the English fluency question (0.32 years) and for the Puerto Rican group (0.38 years).

February 1991 administration. Table 5 summarizes the results of the comparison of respondents and non-respondents for the February 1991 administration. This table shows for each subgroup the number and percent who were respondents and non-respondents, and the mean LSAT and mean age for respondents and non-respondents. Also shown are the differences in means between the two groups (respondents minus non-respondents) for both the LSAT scores and the test taker ages.

As Table 5 shows, for the total group, the response rate was 90.43 percent. The response rate was 91.70 percent for test takers indicating they were female, 89.50 for those indicating they were male, and 89.78 for those not responding to the gender question. Across ethnic subgroups the response rate ranged from a low of 84.78 for those in the Canadian aborigine category to a high of 91.28 for those indicating they were Caucasian. The response rate for those not answering the ethnicity question was 71.43. A response rate of 91.74 was attained among those indicating that English was their dominant language, while a response rate of 87.34 was attained for those who said it was not. The response rate among those not answering the question was 67.76. For those answering yes to the English fluency question, the response rate was 91.49, for those responding no the response rate was 84.68, and for those not answering the question the response rate was 73.91.

For the February 1991 administration the subgroup LSAT score means are shown in Table 5, as are the mean differences between respondent and non-respondent scores. As Table 5 shows, in all cases except two the mean LSAT score was higher for respondents than for non-respondents. The exceptions were the two groups of test takers who did not respond to the language dominance and fluency questions. The difference in mean score for the total group was 1.13 points. The largest difference was for test takers identifying themselves as Chicano/Mexican American, for whom the difference in mean score for respondents and non-respondents was 2.62 points. Relatively large score differences were also found for the Puerto Rican group (2.39 points) and those indicating English was not their dominant language (2.07 points). The smallest difference was obtained for the Hispanic group (0.21 points).

Table 5 shows the subgroup age means for the February 1991 administration, along with the differences in age means between respondents and non-respondents. For these data, the mean age was higher for non-respondents for all subgroups except four: 1) Asian/Pacific Islanders; 2) Puerto Ricans; 3) those responding that English was not their dominant language; and, 4) those responding that they were not fluent in English. The difference for the total group was 0.85 years. The biggest age difference, 2.27

years, was for the Canadian aborigine group. Relatively large differences were also obtained for the NA (2.03 years) and Chicano/Mexican American (2.02 years) groups. The smallest differences in age were found for the Puerto Rican (0.24 years) and Asian/Pacific Islander (0.38 years) ethnic groups, and for those indicating English was not their dominant language (0.40 years).

Table 5: Comparison of Respondents and Non-Respondents -- February 1991

	Respondents				Non-Respondents				Differences	
Subgroup	N	%	LSAT	Age	N	%	LSAT	Age	LSAT	Age
Gender										
F	13,188	91.70	29.41	26.75	1,193	8.30	28.14	27.85	1.27	-1.10
M	16,885	89.50	29.80	26.86	1,980	10.50	28.69	27.55	1.11	-0.69
NR	1,001	89.78	30.97	28.74	114	10.22	30.19	29.42	0.78	-0.68
Ethnicity										
NA	175	89.29	26.62	30.21	21	10.71	26.19	32.24	0.43	-2.03
A/PI	1,512	88.73	28.85	25.80	192	11.27	28.28	25.42	0.57	0.38
B/AA	3,109	89.54	22.72	28.19	363	10.46	22.04	30.17	0.68	-1.98
CA	117	84.78	24.44	29.59	21	15.22	22.71	31.86	1.73	-2.27
C	23,339	91.28	31.17	26.73	2,230	8.72	30.55	27.51	0.62	-0.78
C/MA	323	89.72	26.84	27.37	37	10.28	24.22	25.35	2.62	2.02
H	858	88.54	26.95	26.21	111	11.46	26.74	27.53	0.21	-1.32
PR	641	84.90	19.95	27.47	114	15.10	17.56	27.23	2.39	0.24
Other	830	86.46	27.72	26.70	130	13.54	26.62	27.25	1.10	-0.55
NR	170	71.43	29.91	27.91	68	28.57	28.19	29.00	1.72	-1.09
Dominant Language										
English	28,388	91.74	30.07	26.78	2,557	8.26	28.95	27.60	1.12	-0.82
Other	1,656	87.34	23.07	28.07	240	12.66	21.00	27.67	2.07	0.40
NR	1,030	67.76	29.14	27.31	490	32.24	30.13	28.42	-0.99	-1.11
Fluent in English										
Yes	29,345	91.49	29.83	26.82	2,729	8.51	28.58	27.58	1.25	-0.76
No	304	84.68	17.55	28.49	55	15.32	15.87	27.02	1.68	1.47
NR	1,425	73.91	29.06	27.62	503	26.09	29.72	28.56	-0.66	-0.94
Total	31,074	90.43	29.67	26.87	3,287	9.57	28.54	27.72	1.13	-0.85

3.3 Methods Utilization

One of the primary analyses conducted for this study was the determination of the extent to which different methods of test preparation were being utilized. This was accomplished simply by tallying the percent of the respondents indicating they used a particular method. Note that at this point no attempt was made to identify respondents who had utilized only a particular method. That is, a respondent was counted in the percent using a method even if that respondent utilized other methods, too.

June 1990 administration. Table 6 shows for the total group and each subgroup the percent of respondents indicating they used each method of test preparation for the June 1990 administration. As

can be seen in the table, for the total group only 3.45 percent of the respondents indicated they engaged in no preparation activities. Thus, 96.55 percent of the respondents indicated that they used one or more methods of preparation.

Table 6: Percent of Respondents Using Each Method of Preparation -- June 1990

		Method of Preparation[1]								
Subgroup	N	1	2	3	4	5	6	7	8	9
Gender										
F	9,404	55.93	50.62	42.81	51.38	38.11	10.45	38.50	3.87	2.01
M	11,763	50.61	43.69	39.58	46.40	34.54	7.86	39.82	4.98	4.57
NR	552	57.07	51.81	69.93	54.53	35.51	7.61	42.03	5.07	4.17
Ethnicity										
NA	104	56.73	37.50	35.58	47.12	28.85	12.50	36.54	8.65	4.81
A/PI	909	51.82	47.74	47.96	47.74	35.75	7.04	40.15	3.41	2.97
B/AA	1,304	47.39	39.03	32.59	41.79	28.07	10.97	40.11	4.98	3.07
CA	22	45.45	54.55	59.09	40.91	40.91	4.55	27.27	9.09	9.09
C	17,961	54.17	48.09	42.66	49.91	36.91	8.95	39.25	4.39	3.27
C/MA	196	46.43	36.22	28.06	45.92	33.16	12.24	37.24	3.06	3.06
H	490	44.90	40.61	38.16	44.29	38.78	10.61	38.37	4.29	3.88
PR	229	38.86	32.31	23.14	29.69	23.14	4.80	28.82	4.80	14.41
Other	395	48.35	41.77	40.25	40.51	37.47	7.09	42.28	9.37	5.32
NR	109	45.87	41.28	36.70	49.54	25.69	4.59	55.96	7.34	9.17
Dominant Language										
English	20,382	53.69	47.53	42.22	49.44	36.54	9.06	39.51	4.47	3.15
Other	673	43.83	35.96	33.43	34.92	26.15	6.69	35.66	4.46	8.92
NR	664	43.67	38.40	35.84	42.17	33.13	8.58	36.75	5.57	7.23
Fluent in English										
Yes	20,750	53.40	47.26	42.08	49.00	36.37	8.94	39.56	4.48	3.28
No	101	42.57	33.66	25.74	25.74	13.86	4.95	24.75	2.97	18.81
NR	868	46.66	39.63	35.83	45.85	32.49	10.14	34.91	5.18	5.76
Total	21,719	53.08	46.89	41.75	48.76	36.11	8.97	39.31	4.50	3.45

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

Of the eight methods listed, the most popular (selected by 53.08 percent) was studying the sample questions in the *Law Services Information Book*. The second most popular method, selected by 48.76 percent of the respondents, was using a book on preparing for the LSAT not published by Law Services, followed closely (46.89 percent) by taking the sample test in the *Law Services Information Book*. Next in popularity, with 41.75 percent, came the Law Services test preparation materials, followed by self-study (39.31 percent) and attendance at a commercial coaching school (36.11 percent). The remaining two

methods were utilized by considerably fewer respondents, with undergraduate institution preparation courses drawing 8.97 percent and the category of other methods drawing 4.50 percent.

While much the same pattern was observed for all of the subgroups, there were some departures. The most notable of these is the finding that the percent of respondents not using any method of test preparation was substantially larger for certain subgroups. For instance, 14.41 percent of Puerto Ricans indicated they used no method of test preparation, and 9.09 percent of Canadian aborigines indicated they used no method of preparation. The non-usage rate was quite high also for those not responding to the ethnicity question (9.17 percent), those indicating English was not their dominant language (8.92 percent), and those not answering the language dominance question (7.23 percent). The highest rate for using no method, however, was for those respondents indicating they were not fluent in English (18.81 percent), and the lowest rate was for females (2.01 percent).

Other appreciable departures from the pattern apparent for the total group for the June 1990 administration include the strikingly high percent (69.93) of respondents who chose not to answer the gender question reported use of the Law Services test preparation materials -- the percents were also high for Canadian aborigines (59.09) and Asian/Pacific Islanders (47.96). Also, females, Native Americans, Black/Afro-Americans, Chicano/Mexican Americans, and Hispanics were more likely to report attending undergraduate institution preparation courses than was the group as a whole, as were those respondents choosing not to answer the English fluency question. Finally, relatively few respondents (13.86 percent) indicating they were not fluent in English reported attending a commercial test preparation course -- the percents were also low for Puerto Ricans (23.14), Black/Afro-Americans (28.07), Native Americans (28.85), those indicating English was not their dominant language (26.15), and those not answering the ethnicity question (25.69).

October 1990 administration. Table 7 summarizes the results of the methods utilization analyses for the October 1990 administration. As can be seen in the table, for the total group only 3.08 percent of the respondents indicated they engaged in no preparation activities. Thus, 96.92 percent of the respondents indicated that they used one or more methods of preparation.

Of the eight methods listed, the most popular (selected by 52.04 percent) was studying the sample questions in the *Law Services Information Book*. The second most popular method, selected by 48.91 percent of the respondents, was using a book on preparing for the LSAT not published by Law Services, followed closely (46.50 percent) by taking the sample test in the *Law Services Information Book*. Next in popularity, with 46.11 percent, came the Law Services test preparation materials, followed by self-study (41.45 percent) and attendance at a commercial coaching school (40.18 percent). The remaining two methods were utilized by considerably fewer respondents, with undergraduate institution preparation courses drawing 8.27 percent and the category of other methods drawing 4.39 percent.

As was the case with the June administration, there were some departures from the total group pattern among the subgroups. Among these is the finding that the percent of respondents indicating they were not fluent in English who reported using no test preparation methods was 12.93 percent. This was well above the percent for the total group, though not as extreme as for June. The lowest non-usage rate was for those not answering the gender question (1.64), followed closely by Chicano/Mexican Americans (1.89) and females (1.96). Other exceptional usage rates from Table 7 include the 72.29 percent rate for use of Law Services test preparation materials among those not answering the gender question, and the relatively low rate for use of commercial test preparation courses among those not fluent in English (24.49 percent) and Puerto Ricans (28.12).

Table 7: Percent of Respondents Using Each Method of Preparation -- October 1990

		Method of Preparation[1]								
Subgroup	N	1	2	3	4	5	6	7	8	9
Gender										
F	18,943	54.20	49.61	47.82	51.22	42.40	9.52	41.03	3.63	1.96
M	22,510	50.06	43.49	43.12	46.66	38.31	7.21	41.45	5.01	4.12
NR	1,339	54.67	53.10	72.29	54.07	40.10	8.44	47.42	4.78	1.64
Ethnicity										
NA	218	44.95	44.50	40.37	48.62	33.49	10.55	45.87	6.88	5.05
A/PI	2,261	50.60	45.91	52.10	47.72	41.22	5.31	43.03	4.25	3.23
B/AA	2,493	48.09	38.31	36.78	45.01	37.34	10.71	45.41	5.17	2.57
CA	46	65.22	60.87	56.52	54.35	34.78	6.52	47.83	6.52	4.35
C	34,852	52.87	47.56	46.76	49.67	40.39	8.28	41.11	4.32	3.01
C/MA	476	51.05	43.07	44.33	52.94	41.60	10.92	44.33	3.36	1.89
H	1,054	44.88	40.13	40.80	44.50	44.88	8.25	39.94	4.17	3.23
PR	377	44.83	33.69	31.83	34.48	28.12	4.77	34.48	2.12	7.43
Other	862	47.56	45.48	47.10	43.39	38.52	8.24	42.34	6.38	4.99
NR	153	50.98	37.25	39.22	39.87	34.64	8.50	37.91	5.23	5.23
Dominant Language										
English	40,242	52.34	46.90	46.49	49.45	40.54	8.39	41.70	4.41	2.89
Other	1,371	48.87	40.41	40.04	38.00	31.00	5.91	36.03	3.87	6.27
NR	1,179	45.46	39.78	40.37	43.09	38.25	6.79	39.44	4.33	6.11
Fluent in English										
Yes	41,033	52.25	46.76	46.34	49.14	40.31	8.33	41.59	4.40	2.96
No	147	47.62	35.37	33.33	37.41	24.49	6.80	32.65	4.08	12.93
NR	1,612	47.02	40.76	41.63	44.04	38.21	7.01	38.65	4.28	5.33
Total	42,792	52.04	46.50	46.11	48.91	40.18	8.27	41.45	4.39	3.08

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

December 1990 administration. Table 8 summarizes the results of the methods utilization analyses for the December 1990 administration. As the table shows, for the total group 4.46 percent of the respondents indicated they engaged in no preparation activities. Thus, 95.54 percent of the respondents indicated that they used one or more methods of preparation.

Of the eight methods listed, the method most often selected (51.85 percent) was studying the sample questions in the *Law Services Information Book*. The second most popular method, selected by 48.60 percent of the respondents, was using a book on preparing for the LSAT not published by Law Services, followed by taking the sample test in the *Law Services Information Book* (44.49 percent). Next in popularity, with 41.60 percent, came self-study, followed by the Law Services test preparation materials

(41.24 percent). Next, following at a substantial distance, was attendance at a commercial coaching school (30.33 percent). As with the June and October data, the remaining two methods were utilized by considerably fewer respondents, with undergraduate institution preparation courses drawing 8.49 percent and the category of other methods drawing 4.71 percent.

Table 8: Percent of Respondents Using Each Method of Preparation -- December 1990

		Method of Preparation[1]								
Subgroup	N	1	2	3	4	5	6	7	8	9
Gender										
F	15,401	54.94	47.72	43.19	50.78	33.05	10.33	41.29	4.07	2.94
M	19,245	49.37	41.74	38.04	46.53	28.15	7.05	41.51	5.22	5.74
NR	1,121	51.92	47.46	69.40	54.06	30.24	7.85	47.46	4.91	3.48
Ethnicity										
NA	221	56.11	45.70	39.82	47.06	28.96	10.86	42.08	5.43	4.98
A/PI	2,011	47.24	42.52	45.60	46.35	29.39	6.91	41.47	3.98	5.82
B/AA	3,402	48.85	39.18	33.54	45.94	29.13	12.14	45.71	5.14	3.47
CA	84	65.48	50.00	41.67	46.43	30.95	9.52	36.90	4.76	0.00
C	27,024	53.22	46.21	42.61	50.10	30.33	7.97	41.11	4.60	4.30
C/MA	576	46.35	38.89	36.11	45.31	35.24	10.42	42.36	4.51	2.60
H	952	40.34	33.51	34.56	39.71	36.87	13.76	43.91	4.62	3.47
PR	512	47.46	32.81	25.20	33.20	24.02	7.81	36.13	4.30	12.50
Other	821	47.87	38.12	40.32	39.46	33.01	6.58	42.14	8.53	6.58
NR	164	52.44	43.29	34.76	42.68	18.29	7.32	39.02	5.49	12.80
Dominant Language										
English	33,076	52.42	45.15	41.73	49.42	30.74	8.68	41.92	4.71	4.13
Other	1,612	43.61	34.12	33.44	34.99	25.00	6.02	35.48	4.03	8.75
NR	1,079	46.52	39.94	37.91	43.56	25.58	6.39	41.15	5.93	8.34
Fluent in English										
Yes	34,013	52.10	44.80	41.50	48.91	30.54	8.56	41.72	4.70	4.26
No	219	38.36	23.29	21.46	29.22	21.46	5.48	24.66	5.02	20.55
NR	1,535	48.14	40.78	38.37	44.43	26.78	7.36	41.43	5.08	6.64
Total	35,767	51.85	44.49	41.24	48.60	30.33	8.49	41.60	4.71	4.46

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

As was the case with the earlier administrations, there were some departures from the total group pattern among the subgroups. These include the finding that the percent of respondents indicating they were not fluent in English who reported using no test preparation methods was 20.55 percent. This was well above the percent for the total group, and was more extreme than either June or October. Other relatively high non-usage rates included 12.80 percent among those not answering the ethnicity question,

and 12.50 percent among those indicating they were Puerto Rican. The lowest non-usage rate was for the Canadian aborigine group (0 percent). One other exceptional usage rate from Table 8 was the 69.40 percent rate for use of Law Services test preparation materials among those not answering the gender question.

February 1991 administration. Table 9 summarizes the results of the methods utilization analyses for the February 1991 administration. As the table shows, for the total group 5.50 percent of the respondents indicated they engaged in no preparation activities. That is, 94.50 percent of the respondents indicated that they used one or more methods of preparation.

Table 9: Percent of Respondents Using Each Method of Preparation -- February 1991

		Method of Preparation[1]								
Subgroup	N	1	2	3	4	5	6	7	8	9
Gender										
F	13,188	52.71	45.69	39.35	48.23	29.75	8.81	39.04	4.12	3.72
M	16,885	46.86	38.54	34.34	43.23	26.11	6.76	39.75	4.93	6.96
NR	1,001	55.34	51.35	67.13	50.35	26.27	6.59	45.85	4.90	4.40
Ethnicity										
NA	175	43.43	37.71	25.71	37.71	22.86	8.57	36.57	5.14	11.43
A/PI	1,512	46.9	41.34	41.73	43.52	28.31	5.16	41.01	4.43	6.35
B/AA	3,109	47.89	36.47	30.75	41.94	23.45	10.71	44.29	4.99	3.99
CA	117	54.70	47.01	35.90	41.88	13.68	7.69	34.19	8.55	5.13
C	23,339	50.97	43.92	39.29	47.81	28.59	7.37	39.26	4.56	5.07
C/MA	323	45.51	38.08	30.34	39.32	32.51	6.81	37.77	2.79	5.88
H	858	37.18	30.54	31.47	33.92	31.82	10.49	39.86	4.78	4.55
PR	641	42.59	25.74	15.29	19.34	12.95	4.06	26.37	2.65	21.68
Other	830	44.70	37.47	36.14	38.80	25.66	8.19	42.41	5.54	7.83
NR	170	44.12	32.35	29.41	37.65	21.18	5.29	41.18	4.71	10.59
Dominant Language										
English	28,388	50.27	42.87	38.29	46.80	28.32	7.74	40.09	4.64	4.89
Other	1,656	41.49	30.13	27.23	28.20	18.66	5.25	32.91	2.96	13.41
NR	1,030	44.85	36.50	32.91	39.90	23.98	8.16	38.16	5.83	9.61
Fluent in English										
Yes	29,345	49.95	42.35	37.97	45.98	28.00	7.65	39.89	4.57	5.14
No	304	38.82	21.38	14.80	15.13	9.21	3.29	27.63	3.29	25.99
NR	1,425	45.05	38.88	33.26	43.72	24.63	8.07	37.26	5.33	8.56
Total	31,074	49.62	41.98	37.52	45.58	27.66	7.62	39.65	4.59	5.50

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

The method most often selected (49.62 percent) was studying the sample questions in the *Law Services Information Book*. The second most popular method, selected by 45.58 percent of the respondents, was using a book on preparing for the LSAT not published by Law Services, followed by taking the sample test in the *Law Services Information Book* (41.98 percent). Next in popularity, with 39.65 percent, came self-study, followed by the Law Services test preparation materials (37.52 percent). Next was attendance at a commercial coaching school (27.66 percent). Once again, the remaining two methods were utilized by considerably fewer respondents, with undergraduate institution preparation courses drawing 7.62 percent and the category of other methods drawing 4.59 percent.

Again, there were some departures from the total group pattern among the subgroups. These include the finding that a substantial percent (25.99) of respondents indicating they were not fluent in English reported not using any test preparation method. Other relatively high non-usage rates included 21.68 percent among those indicating they were Puerto Rican, 13.41 percent among those indicating English was not their dominant language, 11.43 percent among Native Americans, and 10.59 percent among those not answering the ethnicity question. The lowest non-usage rates were 3.72 percent for females and 3.99 percent for the Black/Afro-American group. As was the case with the other administrations, a relatively high rate (67.13 percent) of use of Law Services test preparation materials was found among those not answering the gender question.

3.4 Number of Methods Used

In addition to examining the percent of test takers utilizing each test preparation method, analyses were performed to examine the extent to which test takers were utilizing combinations of preparation methods. This was accomplished in three ways. First, the percent of test takers reporting use of each possible number of methods (0 through 8) was tabulated for the total group and for each subgroup. Then, the average number of methods used was tabulated for the total group and each subgroup. Finally, for those respondents indicating use of multiple methods, an investigation of which combinations of methods were most popular was conducted.

June 1990 administration. Table 10 summarizes the results of the analyses of the number of methods used for the June 1990 administration. The table shows for the total group and each subgroup the percent of respondents indicating they used each number of methods of test preparation. Also shown is the mean number of methods used for each group. Note that, as was reported in Table 6, the percent of the total June group using no method of preparation was 3.45. The highest percent for the total group, 25.33, was obtained for use of one method, while 17.22 percent indicated use of two methods. The percent indicating use of three methods was 19.23, while 18.06 percent reported using four methods of test preparation. The percents using successively higher numbers of methods then drops off quickly, with 11.44 percent indicating five methods, 4.47 indicating six, and less than 1 percent indicating use of seven or eight methods. For the total group the mean number of methods used was 2.79.

Among the subgroups examined in this study, the highest mean number of methods used (3.24) was obtained for those respondents choosing not to respond to the gender question. For this group, the most common (modal) number of methods used was 4, with 21.38 percent, while only 17.75 percent indicated use of only one method. The next highest mean was for females (2.92). Other groups with a modal response of more than one method included those not responding to the ethnicity question, with a mode of 4 (21.10 percent), and Canadian aborigines, with a mode of 2 (22.73 percent).

Table 10: Frequency Distribution of Number of Methods Used -- June 1990

	Percent Using Each Possible Number of Methods of Preparation									
Subgroup	0	1	2	3	4	5	6	7	8	Mean
Gender										
F	2.01	22.22	17.86	20.80	19.87	12.22	4.40	0.52	0.09	2.92
M	4.57	28.17	16.91	18.04	16.46	10.58	4.37	0.75	0.14	2.67
NR	4.17	17.75	12.86	17.93	21.38	16.49	7.61	1.81	0.00	3.24
Ethnicity										
NA	4.81	24.04	23.08	20.19	14.42	7.69	4.81	0.00	0.96	2.63
A/PI	2.97	27.83	16.28	16.83	16.83	12.98	5.50	0.66	0.11	2.82
B/AA	3.07	33.67	20.78	15.64	14.88	9.13	2.30	0.46	0.08	2.45
CA	9.09	18.18	22.73	18.18	13.64	9.09	0.00	9.09	0.00	2.82
C	3.27	24.07	17.06	19.68	18.72	11.84	4.59	0.66	0.11	2.84
C/MA	3.06	35.71	18.37	18.88	12.24	7.14	3.57	1.02	0.00	2.42
H	3.88	32.04	15.71	18.98	14.49	8.98	4.90	0.82	0.20	2.60
PR	14.41	39.30	15.72	15.28	8.73	5.68	0.44	0.44	0.00	1.86
Other	5.32	29.87	14.43	19.75	14.68	7.85	5.82	2.03	0.25	2.67
NR	9.17	20.18	19.27	16.51	21.10	8.26	5.50	0.00	0.00	2.67
Dominant Language										
English	3.15	24.69	17.31	19.50	18.34	11.63	4.58	0.69	0.10	2.82
Other	8.92	36.55	16.49	15.16	12.48	7.28	2.38	0.45	0.30	2.21
NR	7.23	33.58	15.21	15.06	15.06	9.79	3.16	0.45	0.45	2.44
Fluent in English										
Yes	3.28	24.97	17.31	19.30	18.27	11.54	4.53	0.68	0.10	2.81
No	18.81	38.61	10.89	18.81	9.90	0.99	0.99	0.99	0.00	1.74
NR	5.76	32.37	15.78	17.63	13.94	10.37	3.23	0.46	0.46	2.51
Total	3.45	25.33	17.22	19.23	18.06	11.44	4.47	0.68	0.12	2.79

The highest percentage obtained for use of only one method was 39.30, obtained for Puerto Rican respondents. This was followed closely by the 38.61 percent obtained for those not fluent in English. Other high values were 36.55 percent for those indicating English was not their dominant language, 35.71 percent for the Chicano/Mexican American group, 33.67 percent for the Black/Afro-American group, 33.58 percent for those not responding to the dominant language question, 32.37 percent for those not responding to the English fluency question, and 32.04 for the Hispanic group. The lowest percent obtained for use of only one method was 17.75 for those not answering the gender question, and 18.18 for the Canadian aborigine group.

Among the 5,502 respondents indicating they used only one method of preparation, the most popular method (38.95 percent) was method 5, attending a commercial preparation school. This was followed by using a book not published by Law Services (20.60 percent) and self-study (12.40 percent). Among the 3,740 respondents indicating use of two methods, the most popular combinations were methods 1 and 2, the sample questions and sample test from the *Law Services Information Book* (14.12 percent); methods 3 and 5, Law Services preparation materials with a commercial preparation school (11.31

percent); methods 4 and 7, a book not published by Law Services with self-study (11.04 percent); methods 5 and 7, a commercial school with self-study (10.00 percent); methods 1 and 4, the sample questions from the *Law Services Information Book* with a book not published by Law Services (9.22 percent); and, methods 3 and 4, Law Services preparation materials with a book not published by Law Services (9.20 percent).

For the 4,177 respondents indicating use of three methods, 20.80 percent indicated they used a combination of methods 1 and 2 with 4 (the sample questions and sample test from the *Law Services Information Book* with a book not published by Law Services), while 13.24 reported using the combination of methods 1 through 3 (the sample questions and sample test from the *Law Services Information Book* with the Law Services test preparation materials).

Among the 3,923 respondents indicating use of four methods of preparation, the most commonly reported combinations all involved methods 1 and 2, the sample questions and sample test from the *Law Services Information Book*. The most popular combination (22.79 percent) combined methods 1 and 2 with methods 3 (the Law Services test preparation materials) and 4 (a book not published by Law Services). The second most popular combination of four methods (20.04 percent) combined methods 1, 2, and 4 with 7 (self-study), and this was followed by the combination of methods 1 through 3 with method 5, a commercial preparation school (13.10 percent).

For the 2,485 respondents indicating they used five methods of test preparation, the most common combination (39.64 percent) was use of methods 1 through 4 (all three types of Law Services materials, along with a book not published by Law Services) with method 7, self-study. The second most common combination (15.77 percent) was identical to the first except for the substitution of method 5, a commercial school, in place of self-study. Finally, the third most common combination (11.39 percent) was the three sets of Law Services materials (methods 1-3) in conjunction with a commercial school and self-study.

Among the 970 respondents who indicated they used six methods to prepare for the test, 58.56 percent reported using all methods except method 6, an undergraduate preparation course, and method 8, other materials. The second most popular combination (19.79 percent) included all methods except 5, a commercial school, and 8, other materials. Following this, with 11.44 percent, was the combination of all methods except 5, a commercial school, and 6, an undergraduate institution course.

For the 147 respondents reporting use of seven methods, 53.06 percent used all but an undergraduate course, while 36.73 percent used all methods but method 8, other materials. There were 25 respondents who reported using all eight methods.

October 1990 administration. Table 11 summarizes the results of the analyses of the number of methods used for the October 1990 administration. As was reported in Table 7, the percent of the total October group using no method of preparation was 3.08. The highest percent for the total group, 24.17, was obtained for use of one method, while 16.91 percent indicated use of two methods. The percent indicating use of three methods was 18.98, while 18.46 percent reported using four methods of test preparation. The percents using successively higher numbers of methods again drops off quickly, with 12.33 percent indicating five methods, 5.14 indicating six, and less than 1 percent indicating use of seven or eight methods. For the total group the mean number of methods used was 2.88.

Table 11: Frequency Distribution of Number of Methods Used -- October 1990

	Percent Using Each Possible Number of Methods of Preparation									
Subgroup	0	1	2	3	4	5	6	7	8	Mean
Gender										
F	1.96	21.25	17.33	20.16	20.18	13.22	5.21	0.64	0.07	2.99
M	4.12	26.96	16.83	18.03	16.87	11.24	4.85	0.97	0.13	2.75
NR	1.64	18.45	12.40	18.30	20.76	18.30	9.04	0.97	0.15	3.35
Ethnicity										
NA	5.05	23.39	22.48	15.14	16.97	10.55	5.05	0.46	0.92	2.75
A/PI	3.23	24.46	16.50	17.78	18.75	12.43	5.88	0.88	0.09	2.90
B/AA	2.57	29.16	19.09	18.33	15.84	9.87	4.29	0.72	0.12	2.67
CA	4.35	10.87	15.22	23.91	15.22	23.91	6.52	0.00	0.00	3.33
C	3.01	23.40	16.78	19.14	18.93	12.64	5.18	0.82	0.10	2.91
C/MA	1.89	26.89	16.18	16.81	17.23	13.87	6.30	0.84	0.00	2.92
H	3.23	30.27	16.13	18.41	15.94	10.63	4.93	0.47	0.00	2.68
PR	7.43	34.48	21.75	20.16	8.75	3.98	3.18	0.27	0.00	2.14
Other	4.99	26.33	14.85	19.49	15.55	12.41	4.52	1.74	0.12	2.79
NR	5.23	30.07	18.30	20.92	12.42	6.54	4.58	1.31	0.65	2.54
Dominant Language										
English	2.89	23.68	16.96	19.08	18.68	12.62	5.17	0.82	0.10	2.90
Other	6.27	32.60	16.48	17.51	14.88	7.73	3.87	0.58	0.07	2.44
NR	6.11	30.87	15.86	17.22	15.01	7.97	5.60	1.10	0.25	2.58
Fluent in English										
Yes	2.96	23.96	16.88	19.02	18.64	12.47	5.15	0.81	0.10	2.89
No	12.93	31.97	16.33	17.01	10.20	6.12	3.40	2.04	0.00	2.22
NR	5.33	28.72	17.68	18.30	14.45	9.55	4.84	0.93	0.19	2.62
Total	3.08	24.17	16.91	18.98	18.46	12.33	5.14	0.82	0.11	2.88

The highest subgroup mean number of methods used (3.35) for October was obtained for those respondents choosing not to respond to the gender question. For this group, the modal number of methods used was 4, with 20.76 percent, while only 18.45 percent indicated use of only one method. The next highest mean was for Canadian aborigines (3.33), for which the modes were 3 and 5 methods (each at 23.91 percent).

The highest percentage obtained for use of only one method was 34.48, obtained for Puerto Rican respondents. This was followed by the 32.60 percent obtained for those indicating English was not their dominant language. Other high values were 31.97 percent for those not fluent in English, 30.87 percent for those not responding to the dominant language question, 30.27 percent for Hispanics, and 30.07 for those not responding to the ethnicity question. The lowest percent obtained for use of only one method was 10.87 for the Canadian aborigine group.

Among the 10,341 October respondents indicating they used only one method of preparation, the most popular method (44.19 percent) was method 5, attending a commercial preparation school. This was

followed by using a book not published by Law Services (17.65 percent) and self-study (12.57 percent). Among the 7,237 respondents indicating use of two methods, the most popular combinations were methods 3 and 5, Law Services preparation materials with a commercial preparation school (13.94 percent); methods 5 and 7, a commercial school with self-study (11.40 percent); methods 4 and 7, a book not published by Law Services with self-study (11.28 percent); and, methods 1 and 2, the sample questions and sample test from the *Law Services Information Book* (10.27 percent).

For the 8,123 respondents indicating use of three methods, 16.68 percent reported using the combination of methods 1 and 2 with method 4 (the sample questions and sample test from the *Law Services Information Book* with a book not published by Law Services). Following this, 13.43 percent indicated they used a combination of methods 1 through 3 (the sample questions and sample test from the *Law Services Information Book* with the Law Services test preparation materials).

Among the 7,898 respondents indicating use of four methods of preparation, the most commonly reported combinations all involved methods 1 and 2, the sample questions and sample test from the *Law Services Information Book*. The most popular combination (22.18 percent) combined methods 1 and 2 with methods 3 (the Law Services test preparation materials) and 4 (a book not published by Law Services). The second most popular combination of four methods (18.37 percent) combined methods 1, 2, and 4 with 7 (self-study), and this was followed by the combination of methods 1 through 3 with method 5, a commercial preparation school (13.90 percent).

For the 5,278 respondents indicating they used five methods of test preparation, the most common combination (41.78 percent) was use of methods 1 through 4 (all three types of Law Services materials, along with a book not published by Law Services) with method 7, self-study. The second most common combination (16.65 percent) was identical to the first except for the substitution of method 5, a commercial school, in place of self-study. Finally, the third most common combination (12.26 percent) was the three sets of Law Services materials (methods 1-3) in conjunction with a commercial school and self-study.

Among the 2,198 respondents who indicated they used six methods to prepare for the test, 62.56 percent reported using all methods except method 6, an undergraduate preparation course, and method 8, other materials. The second most popular combination (18.43 percent) included all methods except 5, a commercial school, and 8, other materials. Following this, with 9.87 percent, was the combination of all methods except 5, a commercial school, and 6, an undergraduate institution course.

For the 352 respondents reporting use of seven methods, 49.72 percent used all but an undergraduate course, while 40.63 percent used all methods but method 8, other materials. There were 45 respondents who reported using all eight methods.

December 1990 administration. Table 12 summarizes the results of the analyses of the number of methods used for the December 1990 administration. As was reported in Table 8, the percent of the total December group using no method of preparation was 4.46. The highest percent for the total group, 26.12, was obtained for use of one method, while 17.54 percent indicated use of two methods. The percent indicating use of three methods was 18.98, while 17.15 percent reported using four methods of test preparation. The percents using successively higher numbers of methods again drops off quickly, with 10.85 percent indicating five methods, 4.12 indicating six, and less than 1 percent indicating use of seven or eight methods. For the total group the mean number of methods used was 2.71.

Table 12: Frequency Distribution of Number of Methods Used -- December 1990

	Percent Using Each Possible Number of Methods of Preparation									
Subgroup	0	1	2	3	4	5	6	7	8	Mean
Gender										
F	2.94	22.90	17.93	20.53	19.12	11.59	4.38	0.53	0.08	2.85
M	5.74	29.00	17.52	17.71	15.46	9.88	3.79	0.75	0.15	2.58
NR	3.48	20.79	12.49	19.36	19.09	17.13	6.33	1.25	0.09	3.13
Ethnicity										
NA	4.98	24.89	16.74	20.81	15.84	9.05	7.24	0.45	0.00	2.76
A/PI	5.82	28.74	16.46	16.86	15.91	11.09	3.98	0.90	0.25	2.63
B/AA	3.47	30.07	18.34	18.43	16.40	8.64	3.82	0.73	0.09	2.60
CA	0.00	33.33	15.48	16.67	13.10	10.71	9.52	1.19	0.00	2.86
C	4.30	24.85	17.38	19.36	17.76	11.47	4.14	0.61	0.11	2.76
C/MA	2.60	31.08	18.58	19.44	14.41	9.20	3.82	0.87	0.00	2.59
H	3.47	34.24	17.65	19.01	13.03	7.77	4.10	0.74	0.00	2.47
PR	12.50	30.27	23.05	14.45	11.13	5.47	2.54	0.59	0.00	2.11
Other	6.58	29.60	18.51	15.59	14.74	8.16	5.12	1.46	0.24	2.56
NR	12.80	23.78	15.24	20.73	15.85	7.32	3.05	1.22	0.00	2.43
Dominant Language										
English	4.13	25.52	17.50	19.20	17.53	11.12	4.23	0.66	0.11	2.75
Other	8.75	36.23	18.92	15.01	11.72	6.33	2.30	0.68	0.06	2.17
NR	8.34	29.38	16.77	18.07	13.53	9.08	3.61	1.02	0.19	2.47
Fluent in English										
Yes	4.26	25.93	17.51	19.04	17.37	10.96	4.16	0.66	0.11	2.73
No	20.55	33.79	23.29	9.13	7.31	4.57	0.46	0.91	0.00	1.69
NR	6.64	29.12	17.39	19.09	13.75	9.12	3.78	0.91	0.20	2.52
Total	4.46	26.12	17.54	18.98	17.15	10.85	4.12	0.67	0.11	2.71

As for the previous administrations, the highest subgroup mean number of methods used (3.13) for December was obtained for those respondents choosing not to respond to the gender question. For this group, the modal number of methods used was 1, with 20.79 percent, but 19.36 percent reported three methods and 19.09 reported four methods. The next highest mean was for Canadian aborigines (2.86), for which the mode was 1, but for which no one reported using no methods and a relatively high percent (9.52) reported use of six methods. The Canadian aborigine mean was followed closely by the mean for females (2.85).

The highest percentage obtained for use of only one method was 36.23, obtained for respondents for whom English was not the dominant language. Other high percentages were obtained for Hispanics (34.24), those not fluent in English (33.79), Canadian aborigines (33.33), Chicano/Mexican Americans (31.08), and Black/Afro-Americans (30.07). The lowest percent obtained for use of only one method was 20.79 for the respondents choosing not to answer the gender question.

Among the 9,341 December respondents indicating they used only one method of preparation, the

most popular method (32.94 percent) was method 5, attending a commercial preparation school. This was followed by using a book not published by Law Services (20.44 percent) and self-study (16.82 percent). Among the 6,273 respondents indicating use of two methods, the most popular combinations were methods 1 and 2, the sample questions and sample test from the *Law Services Information Book* (14.25 percent); methods 4 and 7, a book not published by Law Services with self-study (13.88 percent); methods 1 and 4, the sample questions the *Law Services Information Book* and a book not published by Law Services (9.61 percent); methods 3 and 4, the Law Services test preparation materials with a book not published by Law Services (9.55 percent); and, methods 5 and 7, the combination of a commercial school and self-study (9.25 percent).

For the 6,788 respondents indicating use of three methods, 19.36 percent reported using the combination of methods 1 and 2 with method 4 (the sample questions and sample test from the *Law Services Information Book* with a book not published by Law Services). Following this, 14.76 percent indicated they used a combination of methods 1 through 3 (the sample questions and sample test from the *Law Services Information Book* with the Law Services test preparation materials).

Among the 6,134 respondents indicating use of four methods of preparation, the most commonly reported combinations all involved methods 1 and 2, the sample questions and sample test from the *Law Services Information Book*. The most popular combination (24.89 percent) combined methods 1 and 2 with methods 3 (the Law Services test preparation materials) and 4 (a book not published by Law Services). The second most popular combination of four methods (22.45 percent) combined methods 1, 2, and 4 with 7 (self-study). The third most common combination coupled methods 1 through 3 with method 7, self-study (9.03 percent), and this was followed by the combination of methods 1 through 3 with method 5, a commercial preparation school (8.82 percent).

For the 3,879 respondents indicating they used five methods of test preparation, the most common combination (44.65 percent) was use of methods 1 through 4 (all three types of Law Services materials, along with a book not published by Law Services) with method 7, self-study. The second most common combination (13.79 percent) was identical to the first except for the substitution of method 5, a commercial school, in place of self-study. Finally, the third most common combination (10.70 percent) was the three sets of Law Services materials (methods 1-3) in conjunction with a commercial school and self-study.

Among the 1,475 respondents who indicated they used six methods to prepare for the test, 59.32 percent reported using all methods except method 6, an undergraduate preparation course, and method 8, other materials. The second most popular combination (17.36 percent) included all methods except 5, a commercial school, and 8, other materials. Following this, with 12.88 percent, was the combination of all methods except 5, a commercial school, and 6, an undergraduate institution course.

For the 240 respondents reporting use of seven methods, 44.58 percent used all but an undergraduate course, while 42.92 percent used all methods but method 8, other materials. There were 41 respondents who reported using all eight methods.

February 1991 administration. Table 13 summarizes the results of the analyses of the number of methods used for the February 1991 administration. As was reported in Table 9, the percent of the total February group using no method of preparation was 5.50. The highest percent for the total group, 29.10, was obtained for use of one method, while 18.31 percent indicated use of two methods. The percent indicating use of three methods was 18.33, while 15.18 percent reported using four methods of

test preparation. The percents using successively higher numbers of methods again drops off quickly, with 9.46 percent indicating five methods, 3.42 indicating six, and less than 1 percent indicating use of seven or eight methods. For the total group the mean number of methods used was 2.54.

Table 13: Frequency Distribution of Number of Methods Used -- February 1991

	Percent Using Each Possible Number of Methods of Preparation									
Subgroup	0	1	2	3	4	5	6	7	8	Mean
Gender										
F	3.72	25.74	19.43	19.84	17.33	9.93	3.55	0.39	0.07	2.68
M	6.96	32.14	17.72	17.26	13.33	8.63	3.16	0.71	0.10	2.41
NR	4.40	21.98	13.59	16.58	18.18	17.38	6.19	1.50	0.20	3.08
Ethnicity										
NA	11.43	33.14	21.71	10.86	12.00	6.29	2.86	1.71	0.00	2.18
A/PI	6.35	30.09	16.60	18.06	14.81	9.85	3.37	0.66	0.20	2.52
B/AA	3.99	33.42	19.59	18.33	13.99	7.72	2.48	0.39	0.10	2.40
CA	5.13	34.19	18.80	13.68	14.53	9.40	4.27	0.00	0.00	2.44
C	5.07	27.59	18.06	18.83	15.92	10.12	3.68	0.64	0.09	2.62
C/MA	5.88	34.37	19.20	15.48	15.17	6.19	3.72	0.00	0.00	2.33
H	4.55	38.34	21.45	15.97	10.72	6.18	2.45	0.35	0.00	2.20
PR	21.68	41.19	16.85	11.54	4.84	3.28	0.62	0.00	0.00	1.49
Other	7.83	30.72	19.88	15.90	13.49	7.83	3.01	1.08	0.24	2.39
NR	10.59	30.00	21.18	18.24	12.94	5.29	1.76	0.00	0.00	2.16
Dominant Language										
English	4.89	28.40	18.34	18.57	15.75	9.83	3.52	0.62	0.08	2.59
Other	13.41	38.95	18.30	14.61	8.39	4.65	1.33	0.24	0.12	1.87
NR	9.61	32.33	17.67	17.57	10.58	7.09	4.17	0.68	0.29	2.30
Fluent in English										
Yes	5.14	28.85	18.34	18.49	15.42	9.66	3.41	0.61	0.08	2.56
No	25.99	42.76	15.79	7.89	4.28	2.30	0.33	0.33	0.33	1.34
NR	8.56	31.23	18.32	17.33	12.56	6.88	4.35	0.56	0.21	2.36
Total	5.50	29.10	18.31	18.33	15.18	9.46	3.42	0.60	0.09	2.54

As for the previous administrations, the highest subgroup mean number of methods used (3.08) for February was obtained for those respondents choosing not to respond to the gender question. For this group, the modal number of methods used was 1, with 21.98 percent, but 18.18 percent reported four methods and 17.38 reported five methods. The next highest mean was for females (2.68), which was followed closely by Caucasians (2.62).

The highest percentage obtained for use of only one method was 42.76, obtained for respondents not fluent in English. Other high percentages were obtained for Puerto Ricans (41.19), those for whom English was not the dominant language (38.95), and Hispanics (38.34). The lowest percent obtained for use of only one method was 21.98 for the respondents choosing not to answer the gender question.

For the 9,041 February respondents indicating use of only one method of preparation, the most popular method (30.18 percent) was attending a commercial preparation school, followed by using a book not published by Law Services (20.40 percent) and self-study (17.76 percent). Of the 5,691 respondents indicating use of two methods, the most popular pairs were methods 1 and 2, the sample questions and sample test from the *Law Services Information Book* (16.15 percent); methods 4 and 7, a book not published by Law Services with self-study (12.72 percent); and, methods 1 and 4, the sample questions in the *Law Services Information Book* and a book not published by Law Services (10.03 percent).

For the 5,696 respondents indicating use of three methods, 21.08 percent reported using the combination of methods 1 and 2 with method 4 (the sample questions and sample test from the *Law Services Information Book* with a book not published by Law Services). Following this, 15.45 percent indicated they used a combination of methods 1 through 3 (the sample questions and sample test from the *Law Services Information Book* with the Law Services test preparation materials).

Among the 4,718 respondents indicating use of four methods of preparation, the most commonly reported combinations all involved methods 1 and 2, the sample questions and sample test from the *Law Services Information Book*. The most popular combination (25.01 percent) combined methods 1 and 2 with methods 4 (a book not published by Law Services) and 7 (self-study). The second most popular combination of four methods (23.89 percent) combined methods 1, 2, and 4 with method 3 (the Law Services test preparation materials). The third most common combination coupled methods 1 through 3 with method 7, self-study (9.67 percent), and this was followed by the combination of methods 1 through 3 with method 5, a commercial preparation school (8.56 percent).

For the 2,941 respondents indicating they used five methods of test preparation, the most common combination (47.26 percent) was use of methods 1 through 4 (all three types of Law Services materials, along with a book not published by Law Services) with method 7, self-study. The second most common combination (12.24 percent) was identical to the first except for the substitution of method 5, a commercial school, in place of self-study. Finally, the third most common combination (9.11 percent) was the three sets of Law Services materials (methods 1-3) in conjunction with a commercial school and self-study.

Among the 1,063 respondents who indicated they used six methods to prepare for the test, 57.10 percent reported using all methods except method 6, an undergraduate preparation course, and method 8, other materials. The second most popular combination (19.29 percent) included all methods except 5, a commercial school, and 8, other materials. Following this, with 14.21 percent, was the combination of all methods except 5, a commercial school, and 6, an undergraduate institution course.

For the 187 respondents reporting use of seven methods, 46.52 percent used all methods but 8, other materials, while 43.32 percent used all methods but method 6, an undergraduate course. There were 28 respondents who reported using all eight methods.

3.5 Users Versus Non-Users

To examine the extent to which users and non-users of each method of test preparation differed, mean age and mean LSAT scores were tabulated for each group for each method. Note that for the purpose of these analyses, users of a particular method were not limited to those respondents using only that method.

June 1990 administration. Table 14 summarizes the results of the users versus non-users comparisons for the June 1990 administration. The table shows for the total group the number of respondents indicating they used each method of test preparation, and the LSAT score means and average age for users and non-users of each method.

Table 14: Comparison of Method Users and Non-Users -- June 1990

	N		LSAT Mean			Age Mean		
Method[1]	Users	Non-Users	Users	Non-Users	Diff.	Users	Non-Users	Diff.
1	11,528	10,191	33.05	31.80	1.25	26.63	25.62	1.01
2	10,185	11,534	33.61	31.46	2.15	26.38	25.95	0.43
3	9,068	12,651	34.06	31.32	2.74	26.01	26.25	-0.24
4	10,591	11,128	33.32	31.65	1.67	26.20	26.11	0.09
5	7,843	13,876	33.23	32.04	1.19	24.75	26.95	-2.20
6	1,949	19,770	30.36	32.68	-2.32	26.09	26.16	-0.07
7	8,537	13,182	32.43	32.49	-0.06	25.84	26.36	-0.52
8	978	20,741	32.04	32.49	-0.45	25.42	26.19	-0.77
9	750	20,969	30.39	32.54	-2.15	27.94	26.09	1.85

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

As the table shows, for methods 1 through 5 users had higher mean scores than did non-users. The largest difference, 2.74 points, was between users and non-users of method 3, the Law Services test preparation materials. For method 6 (undergraduate institution preparation course) the mean score was 2.32 points higher for non-users than for users. The values reported for method 9 indicate that the mean score was 2.15 points higher for users of any methods than for users of no methods. For methods 7 and 8 (the self-study and other methods categories) the means were roughly equal for users and non-users. The highest mean score (34.06) was for users of method 3, the Law Services test preparation materials. The lowest means were for those using the undergraduate institution preparation courses (30.36) and those using no method of preparation (30.39).

In terms of age, the mean was higher for users for methods 1, 2, and 4, and for use of no methods (listed as method 9). Overall, the greatest difference found was for users and non-users of method 5, commercial test preparation schools. For this method the average age for users was 2.2 years less than the average age for non-users. The next greatest difference was for use of no methods, for which the means differed by 1.85, followed by method 1, the sample questions in the *Law Services Information Book*, for which the average age of users was 1.01 years greater than the average for non-users.

October 1990 administration. Table 15 summarizes the results of the users versus non-users comparisons for the October 1990 administration. As the table shows, for methods 1 through 5 users had higher mean scores than did non-users. The largest difference, 2.19 points, was between users and non-users of method 3, the Law Services test preparation materials. For method 6 (undergraduate institution

preparation course) the mean score was 2.14 points higher for non-users than for users. The values reported for method 9 indicate that the mean score was 1.23 points higher for users of any methods than for users of no methods. For methods 7 and 8 (the self-study and other methods categories) the means were roughly equal for users and non-users. The highest mean score (33.87) was for users of method 3, the Law Services test preparation materials. The lowest means were for those using the undergraduate institution preparation courses (30.73) and those using no method of preparation (31.50).

Table 15: Comparison of Method Users and Non-Users -- October 1990

	N		LSAT Mean			Age Mean		
Method[1]	Users	Non-Users	Users	Non-Users	Diff.	Users	Non-Users	Diff.
1	22,269	20,523	33.10	32.25	0.85	25.44	24.31	1.13
2	19,897	22,895	33.52	31.97	1.55	25.35	24.51	0.84
3	19,733	23,059	33.87	31.68	2.19	25.05	24.77	0.28
4	20,930	21,862	33.19	32.21	0.98	24.98	24.82	0.16
5	17,192	25,600	33.08	32.43	0.65	23.95	25.54	-1.59
6	3,539	39,253	30.73	32.87	-2.14	25.12	24.88	0.24
7	17,738	25,054	32.41	32.89	-0.48	24.72	25.03	-0.31
8	1,880	40,912	32.11	32.72	-0.61	24.68	24.91	-0.23
9	1,320	41,472	31.50	32.73	-1.23	25.89	24.87	1.02

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book not published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

For the October age data, the mean was higher for users for methods 1, 2, 3, 4, and 6, and for use of no methods. The greatest difference found was once again for users and non-users of method 5, commercial test preparation schools. For this method the average age for users was 1.59 years less than the average age for non-users. The next greatest difference was for use of the sample questions in the *Law Services Information Book*, for which the average age of users was 1.13 years greater than the average for non-users. This was followed by use of no methods, for which the means differed by 1.02.

December 1990 administration. Table 16 summarizes the results of the users versus non-users comparisons for the December 1990 administration. Similar to the pattern the June data, Table 16 shows that for methods 1 through 4 users had higher mean scores than did non-users. The largest difference, 1.99 points, was between users and non-users of method 6, undergraduate institution coaching test preparation courses, with the advantage being in favor of non-users. The difference was 1.91 points, with the advantage to users, for method 3, the Law Services test preparation materials. For methods 2 and 4 (the sample test in the *Law Services Information Book*, and a book not published by Law Services) the differences in mean score were 1.69 and 1.58, respectively. As the data for method 9 indicate, those who used no methods had a mean score 0.75 points lower than those who used one or more methods.

The highest mean score (32.11) was for users of method 3, the Law Services test preparation materials. The lowest means were for those indicating they did not use the Law Services test preparation

materials (30.20), those indicating they did not use a book not published by Law Services (30.22), those indicating they did not use the sample test in the *Law Services Information Book* (30.24), those using no method of preparation (30.27), those reporting use of other methods (30.37), and those reporting they did not use the sample questions in the *Law Services Information Book* (30.42).

Table 16: Comparison of Method Users and Non-Users -- December 1990

	N		LSAT Mean			Age Mean		
Method[1]	Users	Non-Users	Users	Non-Users	Diff.	Users	Non-Users	Diff.
1	18,545	17,222	31.52	30.42	1.08	26.94	25.61	1.33
2	15,914	19,853	31.93	30.24	1.69	26.90	25.81	1.09
3	14,751	21,016	32.11	30.20	1.91	26.62	26.07	0.55
4	17,381	18,386	31.80	30.22	1.58	26.34	26.25	0.09
5	10,847	24,920	30.89	31.03	-0.14	25.42	26.68	-1.26
6	3,036	32,731	29.17	31.16	-1.99	26.29	26.30	-0.01
7	14,880	20,887	30.69	31.20	-0.51	26.11	26.43	-0.32
8	1,686	34,081	30.37	31.02	-0.65	25.91	26.31	-0.40
9	1,596	34,171	30.27	31.02	-0.75	26.25	26.30	-0.05

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

For the December age data, the mean was higher for users for methods 1 through 4. The greatest difference found was for users and non-users of method 1, the sample questions in the *Law Services Information Book*. For this method the average age for users was 1.33 years greater than the average age for non-users. The next greatest difference was for use of commercial test preparation school, for which the average age of users was 1.26 years less than for non-users. Following this was use of the sample test in the *Law Services Information Book*, for which the average age of users was 1.09 years greater than the average for non-users.

February 1991 administration. Table 17 summarizes the results of the users versus non-users comparisons for the February 1991 administration. Table 17 shows that for methods 1 through 5 the mean score was higher for users, while the mean was higher for non-users for methods 6 through 9. The largest difference in means (2.05 points) was found for method 3, the Law Services test preparation materials. This was followed by a difference of 1.86 for method 2, the sample test in the *Law Services Information Book*, and a difference of 1.75 for method 4, use of a book not published by Law Services. For method 6, use of an undergraduate institution coaching course, non-users had a mean 1.62 points higher than did users, while the mean for those who did not use any method was 1.49 points less than the mean for those who did. The highest mean score (30.95) was for users of method 3, the Law Services test preparation materials. The lowest mean (28.17) was for those attending an undergraduate institution coaching course. This was followed closely by the mean of 28.26 for those indicating they used no method of preparation.

Table 17: Comparison of Method Users and Non-Users -- February 1991

	N		LSAT Mean			Age Mean		
Method[1]	Users	Non-Users	Users	Non-Users	Diff.	Users	Non-Users	Diff.
1	15,419	15,655	30.19	29.16	1.03	27.62	26.14	1.48
2	13,046	18,028	30.75	28.89	1.86	27.44	26.46	0.98
3	11,660	19,414	30.95	28.90	2.05	26.84	26.89	-0.05
4	14,163	16,911	30.62	28.87	1.75	26.87	26.87	0.00
5	8,596	22,478	30.29	29.43	0.86	25.54	27.38	-1.84
6	2,369	28,705	28.17	29.79	-1.62	26.72	26.88	-0.16
7	12,320	18,754	29.46	29.81	-0.35	26.63	27.03	-0.40
8	1,426	29,648	29.00	29.70	-0.70	26.25	26.90	-0.65
9	1,709	29,365	28.26	29.75	-1.49	27.35	26.84	0.51

[1]1=sample questions in the *Information Book*; 2=sample test in the *Information Book*; 3=official Law Services test preparation materials; 4=a book **not** published by Law Services; 5=a commercial test preparation school; 6=an undergraduate institution test preparation course; 7=self study; 8=other preparation; and, 9=none.

For the February age data, the mean age was higher for users for methods 1, 2, and 9. The greatest difference found was for use of commercial test preparation school, for which the average age of users was 1.84 years less than for non-users. The next greatest difference was for users and non-users of method 1, the sample questions in the *Law Services Information Book*. For this method the average age for users was 1.48 years greater than the average age for non-users. Following this was use of the sample test in the *Law Services Information Book*, for which the average age of users was 0.98 years greater than the average for non-users.

4.0 Summary and Conclusions

4.1 Caveats

In the evaluation of the results reported here, it is important to keep three considerations in mind. First, it should be remembered that these analyses were not performed on samples. The data analyzed were for the entire test taking population for the 1990-1991 testing year. Therefore, inferential statistical analyses (i.e., hypothesis testing) were neither necessary nor appropriate. Any differences observed were by definition statistically significant. The extent to which observed differences were of practical significance is another issue, and must be decided based on the particular types of conclusions to be considered.

Second, the nature of this investigation precludes any possibility of drawing conclusions regarding causation. The finding that the users of a particular test preparation method have a higher mean score than do the non-users cannot be interpreted as evidence that the test preparation method improves test performance. In the absence of additional evidence, it is equally likely that the group choosing to use that particular method would have performed better on the test even had they not used the method.

Finally, no claim is made that these findings are generalizable to other testing years. The variation across test dates found in this study, combined with the differences between the findings of this study and the earlier Wightman study, suggest that while there are many patterns that are likely to hold across testing years, at least some of the findings of this study may well be limited to the testing year investigated. This is particularly true for small subgroups such as the Canadian aborigine group.

4.2 Response Rates

The response rate obtained in this investigation was somewhat higher than the response rate obtained in the earlier Wightman study (86% versus 75%). This was true at the subgroup level as well as for the total group. The response rates were similar for the June, October, and December test dates, ranging from 84% to 86%, but was somewhat higher for the February test date (90%). As might be expected, the lowest response rates tended to be among those who also declined to respond to the other questions, such as the language and ethnicity questions, although interestingly this was not true for the gender question. The variation among ethnic, gender, and language subgroups was not particularly large, with the highest response rates tending to be among Caucasians, females, those fluent in English, and those for whom English is the dominant language.

Based on the results presented and discussed in this report, and giving appropriate consideration to the caveats identified in section 4.1, the following conclusions with regard to response rates seem warranted.

- Test takers in February were more likely to respond than were test takers at other test dates.
- Females were slightly more likely to respond than were males.
- Caucasians were more likely to respond than were members of other ethnic subgroups; members of the Black/Afro-American subgroup were least likely to respond.
- Those for whom English is not the dominant language, or who are not fluent in English, were less likely to respond than were those for whom English is the dominant language or who are fluent in English.

4.3 Respondents Versus Non-Respondents

Although there were some minor exceptions, overall the patterns in the results of the comparison of respondents and non-respondents were consistent across administrations. The mean LSAT was higher for respondents than for non-respondents, a result also found in the earlier study (note that the Canadian aborigine category was not employed in the earlier study), and the mean age was higher for non-respondents than for respondents, although this pattern was not as strong for the February data as for the other three administrations. This was again similar to the pattern reported for the earlier study. These results indicate that the respondents differ systematically from the non-respondents, and caution should therefore be exercised in generalizing any of the findings of this study to the non-respondents. On the other hand, the response rate for all four test dates was so high that this represents only a very minor limitation in the interpretation of the results.

Based on the results presented and discussed in this report, the following conclusions with regard to respondents seem warranted.

- Respondents tended to be, on the average, one to two years younger than were the non-respondents.
- Respondents tended to score two to three points higher on the LSAT than did the non-respondents.
- The largest differences between respondent and non-respondent scores tended to be for the Puerto Rican subgroup.

4.4 Methods Utilization

For the most part, the patterns of usage for the various methods of test preparation appeared to remain relatively stable across administrations. The most popular method of preparation tended to be the sample questions in the *Law Services Information Book*, followed closely by a book not published by Law Services and the sample test in the *Law Services Information Book*. All three of these methods tended to garner 45 to 50 percent of the respondents. The Law Services test preparation materials and self study both tended to be selected by around 40 percent of the respondents. Commercial test preparation courses was selected by as few as 28 percent of the respondents in February and as many as 40 percent in October. The remaining three options, undergraduate institution courses, other methods, and no methods, tended to be selected by relatively few respondents.

Exceptions to this pattern included the tendency for higher methods utilization rates among certain subgroups for October and lower utilization rates for some subgroups for February. This is consistent with the finding that for the total group the percent reporting use of no method was lowest for October. The highest rate for using no method for the total group was for February (5.50 percent), followed by December (4.46 percent).

Based on the results presented and discussed in this report, the following conclusions with regard to methods utilization seem appropriate.

- The Law Services *Information Book* and official test preparation materials were clearly heavily utilized, as were books from other publishers.
- Caucasians were more likely to use the Law Services official test preparation materials than were Blacks/Afro-Americans, Chicano/Mexican Americans, and Puerto Ricans.
- Puerto Ricans and those not fluent in English were far more likely to report use of no methods of preparation than were other subgroups.
- Courses provided by undergraduate institutions were utilized by relatively few test takers.

4.5 Number of Methods Used

On the average, respondents used between two and three methods of preparing for the LSAT. The most common number of methods tended to be 1 (selected by about 25 percent of the respondents), but typically from 15 to 18 percent of the respondents reported using two, three, or four methods. The lowest average number of methods used, and the highest percent reporting using only one method, was for the February test date. Black and Puerto Rican respondents tended to report relatively low numbers of methods used, as did respondents who are not fluent in English or for whom English is not the dominant language.

Based on the results presented and discussed in this report, the following conclusions with regard to the number of methods used seem appropriate.

- Females tended to use more methods of preparation than did males.
- Puerto Ricans and test takers not fluent in English tended to use fewer methods of test preparation than did other subgroups.
- Caucasians tended to use more methods of preparation than did other subgroups.

4.6 Users Versus Non-Users

The most significant finding in the analysis of users and non-users of each method is that LSAT scores tended to be higher for respondents indicating use of any of the first five methods, and lower for respondents selecting the last four options. Recall that the last four options included undergraduate institution courses, self study, other methods, and no methods.

Based on the results presented and discussed in this report, the following conclusions with regard to users and non-users of the different methods seem warranted.

- Users of undergraduate institution courses, self-study, other methods or no methods tended to have lower scores than non-users of these methods.
- Users of Law Services materials, commercial schools, and non-Law Services books tended to have higher scores than did non-users of these methods.
- Users of the *Information Book* materials tended to be older than non-users, while users of commercial schools, self-study, and other materials tended to be younger than non-users.

5.0 References

Wightman, L. F. (1990). Self-reported methods of test preparation used by LSAT takers: A summary of responses from June and September 1989 test takers (Law School Admission Council Research Report 90-01). Newtown, PA: Law School Admission Services.

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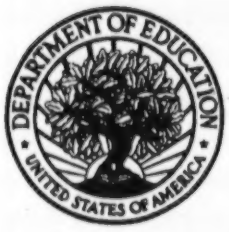

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